

Schema Therapy in adolescents with externalizing behavior problems

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**Schema Therapy in adolescents with externalizing behavior problems:
Bridging theory and practice**

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1. Ignoring (traits of) personality disorders in adolescence is a missed opportunity for early intervention. (*this thesis*)
2. Even the most obnoxious and aggressive behaviors may arise from schemas associated with disconnection and rejection experiences (e.g., Abandonment), and therefore patients with these behaviors need, and deserve, the same warmth and positive attention as patients with internalizing behaviors. (*this thesis*)
3. You can get oppositional adolescents to talk to you, and even engage in court-mandated treatment, by working with their schema modes in the here and now. (*this thesis*)
4. There is a strong need for a continuity of care model, providing a consistent treatment approach to patients with severe behavior problems before, during, and after (court-mandated) residential care. (*this thesis*)
5. The solid theoretical basis of ST may help group care workers to flexibly handle patients' challenging behaviors, using limit setting as well as a warm and supportive stance, rather than having a primary focus on control. (*this thesis*)
6. Randomized controlled trials with an experimental condition and multiple control conditions (e.g., treatment as usual, waiting list) are the gold standard for investigating treatment effects, but they are often difficult to conduct in clinical settings
7. It is illogical that group care workers, compared to other treatment staff in residential youth care (e.g., psychologists, psychiatrists), spend the most time with the patients but receive the least training.
8. A strong and supportive therapeutic relationship is highly important in the treatment of psychopathology, and should be embedded in evidence-based treatment methods.
9. Residential treatment centers should be financially supported to implement evidence-based interventions in their residential programs, and to investigate the effectiveness of innovative, promising interventions. (*valorization*)
10. Young mothers aiming to finish a PhD in four years on a part-time basis must be insane
11. Life after PhD is confusing: one is suddenly confronted with spare time and has no clue what to do with it